APR - 2 1933

JOURNAL OF EDUCATION

JANUARY 2, 1933

IN this period of recovery in which education, business and social life now finds itself a new psychology will prevail. A new determination of what really educates will result. We can and will reshape public attitudes so that education, the greatest force in advanced civilization, will emerge from this period of recovery stronger and more advantageous to youth than before.

—VIERLING KERSEY

Superintendent of Public Instruction, California

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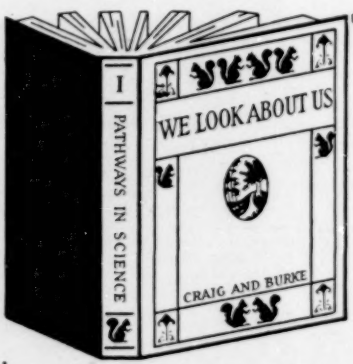

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1933

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From its beginning in 1875 until February 15, 1932, Journal of Education was published weekly. Each calendar year comprised two volumes. Since February 15, 1932, the magazine has been issued twice a month (July and August omitted). Volume 115 was the first to contain all the issues of a calendar year.

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JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
Editors
ISOBEL R. LAY
Managing Editor

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Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

New Leaves to Turn

Normal schools and colleges in the six Northeastern States — as in many other states likewise — have been adapting their production to the altered demands of today. Not how many, but how well prepared for the work of teaching, has become the dominant thought, as admissions have been made more selective and diplomas harder to obtain. A surprising amount of information is packed into the six summaries which bear the caption, "Suiting Production to Demand."

•

Prof. John D. Brooks of Wilson College has long been recognized as a capable and inspiring teacher and an illuminating writer on various phases of education. Now, on a sabbatical tour of Europe, Professor Brooks is proving himself a foreign correspondent of no mean ability. Read "The Schools of Penzance" to enjoy it and to get a better idea of educational procedures in an English town.

•

"Promotion with a Threat" is another of those thoughtful commentaries on personality development for which Dr. Garry Cleveland Myers is justly famous.

•

Merely because a study has come into the curriculum within recent years is no sign that it is an educational luxury. Mr. W. A. Baldwin brings out this fact in "What Are the Fundamentals?"

•

Has town planning been taken from the hands of adults and given to the youngsters to accomplish? Read about the Norfolk County (Mass.) experiment: "Youthful Town Planners."

•

Helpful suggestions for the teacher in search of a job are contained in Mr. George W. Craigie's article in this issue: "When You Apply for a Position."

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NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

A Happy New Year

NINETEEN THIRTY-THREE is an exceptionally welcome New Year. Let us put the emphasis on the *New*. There must be no possible question about the welcome of the New Year, a welcome to everything, to everybody, everywhere in 1933.

This will be a New Year in every way, every day, in school and out. The schools will have much to do with the extent to which it will be a Happy New Year.

The first responsibility of the home, of business, of society, of the church is to realize how different everything is to be this year from what it was a year ago.

Then to realize what the effect of the change *will be* upon the schools, what the effect *must be* in every way.

The schools have made the first thirty years of the twentieth century the happiest in the history of the American Republic. This is easily demonstrated and is not mere sentiment. It is as definitely true as that aviation is speedier than automobiling.

Schools this January will be for youths who are to think and read, talk, write and live under conditions that were unknown a year ago.

Adapt yourself at once to the new conditions, the new President, to new officials civically, to new associates socially.

Make your first business of the New Year the best service you personally can render the new civilization.

• • •

One Hundred Per Cent. Education

THE new education requires a range of perfection never before anticipated.

Traditional education was concerned primarily with the right thing to do, the right way, and the right time to do it. The results *must* be absolutely right if the methods, devices, and principles were right, or there must have been something wrong with the principles, methods or devices, with the thing done, the way or the time it was done.

"One hundred per cent." will be uniformly and universally required in everything, everywhere, every time in modern education.

This is the standard of the machine age. Traditional education never expected perfection. It only asked for improvement. "A little better" was all that could be expected of frail humanity.

The machine must be absolutely 100 per cent. perfect, or it will not be accepted by anybody anywhere at any time.

American education must be 100 per cent. perfect to meet present-day requirements

• • •

Devoted Leadership

LEADERS in education are today exceptionally harmonious, personally and professionally. They are skillfully effective in official service, ardently devoted to the promotion of every interest of children, in school and out; and loyal to teachers and schools everywhere at all times and in all ways.

It is of the utmost importance that this spirit in the personnel be preserved.

• • •

Teachers This Year

TEACHERS in 1933 are a new institution, have wholly new opportunities and will have better attainments and achievements than any teachers have ever had.

The changed conditions give teachers a new access to the family, a new relation to civilization.

I have lived through the crisis due to the Civil War, through the political crisis of 1888-98, and through the industrial tragedies early in this century.

Always luxuries were denied everyone from start to finish. No sugar, butter, nor cream, cake, pie, or anything that anybody wanted. There was no tax money or benevolent fund for anything or anybody.

In this crisis the assumption is that everybody is entitled to everything and it is only a question of whether taxes pay for it, or whether it comes from some group of more fortunate people.

The impression seems to prevail that prosperity is to be universal; that 1933 will bring unusual comforts and that teachers will be expected to be devoted as never before to familiarity with financial and social conditions of the people of their neighborhood.

Belding's Page

A Challenge to Cool Judgment

IF BUDGETS must be cut, nothing is gained by getting nervous. Rather the very coolest judgment is necessary in order that the cutting may do the least possible injury to the boys and girls. Their welfare should be the one and only criterion of what is best to cut.

Permanent impairment of the teaching force is one of the impending dangers. Professional standards and working conditions that have been a hundred years in reaching respectable levels ought not to be torn down with ruthless disregard of consequences to the cause of education. On the other hand, personal unwillingness of teachers to make any concessions to overburdened taxpayers can do no lasting good and will surely put the teaching fraternity in a most unpopular position.

• • •

White House Lends a Hand

EDUCATIONAL leaders who have given time and thought to the problems of the present crisis will look with interest to the conference which will occur at Washington this week, by invitation of President Hoover, to consider the whole matter of educational budgets. The President evidently perceives the true nature of the schools' dilemma. He knows that strong pressure is being brought against the schools, and that unless there are clearly defined policies and principles to guide the states and cities and the school authorities themselves, disastrous mistakes will occur which may not be retrieved for many years to come.

Mr. Hoover and his advisers have not only performed an exalted public service in summoning this assemblage but they have exhibited special sagacity in limiting the attendance to a number that can hope to crash through to some accomplishment.

• • •

Give and Grow Richer

AS MATERIAL things become more difficult to obtain, spiritual things draw larger measures of attention.

On a recent Sunday evening Secretary J. W. Crabtree of the National Education Association told a nation-wide radio audience how one teacher of his early boyhood who believed in him had influenced his whole life. It was a gracious tribute, sincerely and graciously given.

Christmas should have no monopoly in the spreading of spiritual gifts. One of the greatest of those gifts—as Mr. Crabtree so well indicated—is appreciation; not only the appreciation which is felt and hidden, but the appreciation which is expressed.

What a magical effect it would have upon the atmosphere of a downhearted world if, within the next fortnight, let us say, everybody who cherished a genuine appreciation of what certain persons had meant to him would let them know.

Appreciation is a commodity which cannot be bought. It is produced freely in the hearts of people. Too often it lies there unuttered and unconfessed. Now is the time when treasures above gold and rubies in true worth should cease to be hoarded and be put in circulation. To distribute such treasures is to grow richer while enriching others—the only justifiable form of enrichment ever or in any coin!

• • •

Nailing a Libel

THERE is one charge against the schools that should be refuted wherever it is heard. That charge is—that the schools are producing criminals.

You would think from some of the wild statements frequently made by irresponsible persons, that the prisons of the United States were very largely inhabited by graduates of our public high schools and colleges.

In the absence of any complete statistical report, a tabulation presented by Warden Lewis E. Lawes, showing the amount of schooling received by five hundred inmates of Sing Sing Prison, is somewhat reassuring. Warden Lawes found that 225 of the prisoners in this cross section of the Sing Sing population had never gone beyond the sixth grade in school; 111 had progressed no further than grammar school. Thus two-thirds of the number had never entered a high school. Seventy-one had sampled the first year of high school; forty-eight had attended the second year; and twenty-two had terminated their schooling with high school graduation. Eighteen got into college, but did not last through. And only five, or exactly one per cent. obtained college diplomas.

Education is not clogging prison compounds with its finished products. So, at least, it would appear from the inquiry at Sing Sing. And so does every important school administrator know from the records of his former students.

Auson W. Belding

Suiting Production to Demand

How the Teacher-Training Institutions of the Six New England States Are Adjusting Themselves to Changed Conditions

By WALTER E. RUSSELL
Principal, State Normal School, Gorham, Maine

Within the last three years Maine has taken four distinct steps which will tend to prevent an increase in the surplus of certified teachers in this state.

1. In the fall of 1930 the quota in two of our normal schools was reduced to an enrollment of four hundred in each school. As compared with the year 1929 this reduced the normal school attendance by practically one hundred students, thus reducing the prospective candidates for certification by a considerable number.

2. In the fall of 1932 the quota in those same two normal schools was placed at three hundred seventy-five, cutting down still further the normal school attendance by fifty.

3. The state has provided an optional three-year elementary school curriculum in our normal schools. With the total attendance remaining stationary the lengthening of the course will tend to decrease the number of trained teachers applying for certification each year.

In response to an authorization given him by the legislature the Commissioner of Education has raised the minimum for certification from one summer of professional training beyond high school to one full year of professional training.

If Maine had certificated only trained teachers during the past three years she would now have no appreciable surplus of certificated teachers.

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By WALLACE E. MASON
President, The Keene Normal School, New Hampshire

The New Hampshire answer to the question is: "Meet the 'surplus teacher' problem by reducing student enrollment, increasing standards of admission and increasing length of curricula."

During the school year 1929-1930 Keene Normal registered 601 students, and in June, 1930, graduated 182. Of these less than 10 per cent. failed to secure positions, and some of these who did not secure positions continued their education studying for a degree in other institutions.

During the year 1930-1931 we registered 628 students, and in June, 1931, we placed about 75 per cent. of the 165 graduates of that year. Warned by the decreased number who secured positions we reduced the number of entering freshmen by 50, limiting our entering class to 200 by vote of the State Board, and the same year Plymouth Normal was limited to 150 for its freshman class.

Last year, 1931-1932, our total registration was 566, and last June we graduated 164 students. Of these slightly more than 60 per cent. were placed in teaching positions, and to meet the situation we again by vote of the State Board reduced admission, limiting the entering freshman class to the number of 150, and Plymouth was at the same time limited to an entering class of 100.

A careful survey of those who failed to secure positions showed the facts; first, a large percentage were in the lowest quartile of our graduating classes, and also that, second, we were placing a much larger percentage of our graduates of the three and four-year curricula than we were of the two-year curriculum.

Superintendents and school boards were evidently desirous of securing graduates of more training. This situation was met in two ways; first, by refusing to admit those who had stood in the fourth quartile of their high school graduating class, and secondly, by encouraging those who wished to prepare for teaching in elementary schools to enter on a three-year curriculum. A new curriculum was organized for these pupils, but in order that we might not have to form additional classes and thereby increase the number of instructors this curriculum was organized from subjects of the already existing two and three-year curricula.

The result has proved the wisdom of the action of the State Board. The entering class being a selected group are in the opinion of the faculty of much stronger teacher-making material than we have ever had before, and when they do graduate will stand much better chance of securing positions. Of these 150 entering freshmen 50 per cent. were either salutatorians, valedictorians, or on the honor roll of the high school class in which they graduated. The establishment of the three-year elementary curriculum reduced the number who enrolled for only two years. In 1930 we had 109; in 1931, 73; and last September only 31 enrolling for the two-year curriculum.

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By BLANCHE B. BRYANT
Member, State Board of Education, Springfield, Vermont

Of the 2,689 teachers in Vermont, there is a yearly turn-over of approximately 300. Up to this last year we have been able to place nearly 100 per cent. of our normal school students into teaching positions, as they have been graduated from year to year. This fall, however, thirty-six of the 1932 graduates were unable to secure positions,

which is a small number of those completing their courses at our four Teacher Training Schools.

As a means of building up the standard of our Normal Schools, and combating the oversupply of teachers in Vermont, we have this year set up a quota in our normal schools; established an optional third year of training in one normal school; placed a higher standard of requirements for admission, and more insistence upon employing regular certified teachers regularly. We also require that all new teachers in Vermont, after July 1933, have twelve years of credit in professional education. This, we believe, will for the present take care in a large way, of any great surplus of Vermont-trained teachers, even with the enlarged enrollment in our Normal Schools.

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By CHARLES RUSSELL

President, State Teachers College, Westfield, Massachusetts

Massachusetts took steps as early as 1927 to reduce the surplus of trained teachers, and has continued since that time a policy designed to reduce the surplus and yet provide an adequate supply of trained teachers.

One step has been the raising of standards of entrance. The number of high school units required for certification from Class A high schools has been increased from ten to twelve, and a prospective student must present at least five units to receive any certification. In addition the number of required units has been increased from four (three in English and one in American history) to six by the additional requirement of one unit in science and one in mathematics.

A second step has been the lengthening of the courses of study of elementary school teachers from two to three and four years, and of junior high school teachers from three to four years. These changes were staggered in the various institutions so that a constant but reduced supply of teachers for the Commonwealth was insured. At the present time the minimum course of study in all institutions for elementary school teachers is three years, and all colleges offer an optional fourth year.

A third step has been the reduction in entering enrollments. The lengthening of courses has made it possible to reduce entering enrollments by one-third to one-half (automatically reducing graduates by an equal proportion) without reducing the total enrollment of the colleges. In 1928, for example, Westfield had two hundred students, approximately one-half of whom were in their first year and one-half graduating in the second year. For 1932-1933 Westfield has still two hundred students, but eighty-two are on a three-year course, and one hundred eighteen are taking four-year courses. The potential graduates will be eighteen on a three-year level, and thirty on a four-year level, making a total of forty-eight.

With respect to budgets, the State Teachers Colleges of Massachusetts have reduced their estimates to a minimum of running expenses without curtailing service. There have been slight increases in fees, and the elimination so far as possible of all capital expenses that can be postponed or abandoned. There have been no step increases in the salaries of faculty members, but there have been no reductions in salary.

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By JOHN L. ALGER

President, Rhode Island College of Education, Providence

This is not so large a problem here as it would have been if the present situation had not been anticipated many years ago. It is true that there is a surplus of graduates of other colleges who now desire to teach. This matter is, however, controlled by the State Board of Education through the requirements for professional certificates, which include at least a year's work in education, including 450 hours of teaching under an approved critic. Such opportunities are not easy to find.

As far as the graduates of the College of Education are concerned, there is not and has not been any large surplus. As soon as it became evident (in 1913) that more students of ability were seeking to enter the College than would be needed in the schools, admission was regulated by selective tests. Still later (in 1922) it became necessary to establish a definite quota, according to the probable need for teachers in every section of the state. This was in line with the earlier policy of caring for all parts of the state, for since 1871 a large share of the traveling expenses of students living more than five miles from the College have been refunded by the state.

As a result, superintendents and principals are alert in encouraging their best students to attempt to secure admission, and at the same time the total number is kept within the probable limits of the need for teachers. It follows that most of the graduates are prepared for definite types of positions, and that their coming into the school systems is expected.

If you wish details, here they are:—

Of all those who received certificates to teach from the classes of 1929, '30, and '31, more than 92 per cent. were known to be teaching in May of 1932. 3.5 per cent. had married, most of them after a year or more of teaching. One had left teaching for further preparation for her life work. 3.8 per cent. were not teaching or did not report that they were teaching, although some of them had taught, and were occasionally substituting for others.

Of the 187 who were graduated in 1932 the last report we have indicates that 75 per cent. are teaching, and that most of the others will be within the

year. 15 per cent. of those not reported as teaching have returned to the college for further study and continued contact with schools and children.

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By FRANKLIN E. PIERCE
Director, Division of Teacher Preparation, Hartford, Connecticut

The oversupply of teachers in the State of Connecticut does not present the acute unemployment problem found in many states because Connecticut has thus far trained teachers for elementary teaching positions and not for junior high school or senior high school work. Neither has Connecticut, with two exceptions, entered the special teacher training field. Connecticut has depended upon Massachusetts, New York, Pennsylvania, New Hampshire, and Maine to furnish its supply of secondary school and upper grade teachers. During the past four years reliable estimates coming from our normal school principals indicate that the number of unplaced graduates is gradually increasing.

In 1929 there were 35 unplaced.
In 1930 " " 67 unplaced.
In 1931 " " 135 unplaced.
In 1932 " " 200 unplaced.

During these years there were graduated and made available as elementary school teachers 1,527 young women. The oversupply problem is with us not particularly acute, and plans have been made to meet the emergency. The problem of maintaining an adequate teacher-training program with a reduced budget is for us the most urgent problem.

In Connecticut there are to be no new positions created either this year or any year until after July 1, 1935, nor any increases in salary unless economic conditions improve to the point of the justification of such procedures. We may inquire here what effect these reductions mean especially at a time when the normal schools are in the midst of a program of expansion. This means the usual increase in class size, more classes for superintendents of practice, special supervisors, and for many of the teachers. It means a lengthened school day, a reduction of instructional materials to some extent, and an increased burden for all. The situation in our teacher-training institutions is just as acute as in the secondary and elementary schools of the nation. In addition it also means a deterioration of the physical plant and equipment which may mean increased expenditures later.

Entering classes in the four normal schools of the State of Connecticut have been steadily decreasing in numbers during the past five years, but with the expansion from a two to a three-year program the addition of the third year has meant a slight increase in the total enrollment for the state for all normal schools. With a third-year class now at New Haven, another next year at New Britain and with Danbury and Willimantic now on the first year of a three-year program and with special classes for the training of teachers of atypical children at New Haven, and for the training of commercial teachers at Danbury, with the budgets remaining about as indicated above, there must necessarily follow a pronounced decrease in the number of admissions during the next two years. This may mean also a more carefully selected group of students and may result in the production of better teachers.

Youthful Town Planners

By ANSON W. BELDING

THE year 1932 must have been a somewhat trying one to the ghost of George Washington, if it attended the numerous bicentenary celebrations of his birth.

Yet we can imagine the visiting spirit of the Founder getting a real thrill at one particular observance: namely, the project sponsored by Mrs. Charles Sumner Bird in Norfolk County, Massachusetts — a project in which several hundred young Americans sought to emulate George Washington's eminent work as a "town planner."

If Mrs. Bird had liked pageants, the town-planning game, or the "game plan," as it was called, would never have been devised, and high school students, both junior and senior, would not have set their minds, their pencils, and their brushes to the task of picturing their towns as they should be a hundred years hence.

The exhibition at Dedham High School, December 17, revealed an astounding amount of interest and creative effort on the parts of students in a score of communities.

Dr. Payson Smith, in weighing the educational significance of the town planning attempt, expressed the hope that the experiment would be continued, and recommended further development. Imaginations need not only stimulation, but a certain amount of guidance lest they run to the impracticable. The historic background of a town should be considered in setting up goals for its future attainment. So said the Massachusetts Commissioner, with characteristic discernment.

Some of the schoolmen who collaborated in the experiment voiced the suggestion that a shortening of the imagination's tether to twenty-five years instead of one hundred might help the pupils to feel that they personally could work for the fulfilment of their visions, and could hope to see them accomplished in their own lifetimes.

A fact which makes the game plan especially workable is its correlation with such studies as civics, art, mathematics, English and general science. Existence of such studies in the curriculum makes the handling of the game plan a comparatively simple matter.

The Schools of Penzance

By JOHN D. BROOKS

Professor of Education, Wilson College,
Chambersburg, Pennsylvania

Here is a magic carpet indeed! Clamber aboard and let Professor Brooks transport you to an English village, where you may see English education at work. The author knows exactly the points of interest and significance and he lets you see them vividly. He takes you to Scotland, too. And you will smile at something the Scotch lads were learning about a certain American city.

YES, "Schools" not "Pirates" of Penzance. When I left Plymouth and turned my car towards Land's End at the beginning of my sabbatical year in Europe, Penzance seemed as little an actuality as any other part of Gilbert and Sullivan's immortal opera. But there close to Land's End was a dot on the map marked "Penzance." It sounded inviting, even intriguing. "We shall go to Penzance."

Eighty miles of running through the beautiful green fields and tall hedgerows of Devon and Cornwall brought us to the shining sea, the beautiful flower gardens and towering palm trees of Penzance. Yes, palms. It seemed unbelievable to me, but southeastern England has a subtropical climate, and fig trees and palms, and even banana trees were growing unprotected around that lovely bay in the open air.

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One never really recovers from being a school teacher. After many years of teaching I had resolved for this year to banish all thought of schools and education from my mind, yet when one day I spied a door-plate marked "District Education Office" I felt impelled to enter and was soon deeply immersed in the mysteries of England's educational system under the kindly guidance of E. C. Harvey, administrative officer for that section of the County of Cornwall.

It is appalling how much confusion is occasioned when two individuals attach wholly different meanings to the same technical terms. When Mr. Harvey said: "Secondary Education," I at once thought, "American four-year high school." When I referred to grades it recalled nothing to Mr. Harvey but a record of class or examination standing. I was much confused and perplexed as the result of our first interview. It was only when I went home that evening and carefully thought over our talk that I realized what I knew perfectly well before without its having actually registered itself in my thinking, that England has the Continental or two-track system of education, and the dividing line between secondary schools and elementary schools in England is based not on age but on the social and financial standing of the parents, and to a fractional extent on the mental capacity of the pupil.

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Elementary education is free and compulsory in England. Secondary education is a privilege either to be paid for in the form of tuition or to be won through competitive examinations. No pupil, however, can attend tuition free if his parents are adjudged able to pay his tuition. At the same time it is specifically provided that free scholarships to the number of one-fourth the total number of pupils must be awarded. This is a concession to democracy since the war, and practically insures that all the brightest boys and girls from poverty-stricken homes may have their chance at higher education.

The tuition charges are ten pounds for pupils below the age of twelve, and thirteen pounds per year for pupils above that age. An increase in these charges has recently been decreed and a tightening up on free scholarships as a part of England's present strenuous economy campaign. Books and supplies are not provided, although poor pupils are allowed to rent books from school authorities. Other assistance in addition to books and supplies is sometimes indirectly provided.

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It was surprising to me to see how astonished Mr. Harvey appeared when I assured him that I had sent five children through high school without a penny of expense for tuition, books, or supplies. "I realize I should have emigrated to America," he exclaimed. "I have been nearly impoverished trying to provide education for my seven children. At one time I was paying educational charges in three different countries." The American ideal of an equal high school opportunity for all children irrespective of place and condition of birth interested him intensely. I related to him an instance in Amherst, Massachusetts, where I paid from public funds the board of a high school pupil whose transportation was impracticable in winter.

The schools of England for nearly thirty years have been organized on the county administrative unit basis. The elementary schools of Penzance, in common with two other communities in Cornwall, have not yet been included within county control. This is to be accomplished shortly, however.

I was surprised and delighted to see the name of the famous author, Sir Arthur T. Quiller-Couch included as one of the Board of Governors of the secondary schools of Penzance. He held this position *ex-officio* as member of the County Council. It recalled to me the time just prior to the late war when Ray Stannard Baker served as a member and secretary of the Amherst School Committee.

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Wholly separate schools are maintained for the two sexes in secondary education. In Penzance these schools have adjoining playing fields, but are absolutely distinct in organization. There were about 300 pupils in each building. Many had to travel considerable distances, for there are only twelve secondary schools in the county. The steam railroad seemed to be the prevailing method of transportation, and school schedules were regulated to some extent by the arrival of trains.

The buildings were well constructed two-story stone structures; light and airy, but fearfully overcrowded. The boys' building was planned for only 180 pupils. The girls' schools utilized three soldier "huts" placed in the yard, which were an inheritance from the last war. The equipment of all buildings seemed crude, old-fashioned, and insufficient.

The pupils wore distinctive garbs. The boys, maroon caps, which must be provided by them, and coats of the same color. The girls wore the universal garb for secondary schools in Great Britain—dark, broad brimmed felt hats, with dark coats, shoes and stockings. Different colored hat bands indicated the different schools. The masters invariably wore black gowns in the classroom. They thought this custom commanded respect. "Besides," they added, "it saves our clothes." This is a profound consideration in these parlous times, especially since Great Britain has just cut all teachers' salaries ten per cent. One schoolmaster made a statement in the Times yesterday that he had had his shoes re-soled eleven times, and that they were still in the full middle life of service.

The instructors for 300 pupils were eleven in number, including the headmaster, Mr. Bradley. He complained that the crowded condition of the school compelled him to do classroom instruction for four hours daily. None but men are employed in the boys' school, and likewise none but women instructors in the girls' secondary school. Mr. Bradley told me they had employed women to teach the boys during the war. They had done satisfactory work, but were displaced by men as soon as conditions became normal.

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All the instructors were university graduates, Cambridge, London, Wales, Ireland and Durham being represented. Two had earned their Master's Degree. Many were mature men, and secondary school teaching seemed to have become an established, life-time profession with them. They are appointed on nomination of the head master by the Board of Governors. In this respect Mr. Bradley was much better off than the head masters of the elementary schools, who complained bitterly that incompetent "My Marys" and "Our Johns" were often forced on them without their consent.

There appeared to be a one-course, bookish sort of curriculum provided. The subjects taught were Scriptures, English language and literature, history, geography, French, Latin, mathematics, physics, chemistry, economics, nature study, drawing, class singing, woodwork and physical training. The girls substituted needlework and domestic science for economics and woodworking. No clearly defined courses in these subjects are provided. Teachers are chosen to teach certain subjects, and the amount and character of subject material taught is left entirely to them. "They know far better than I do," the head master remarked. The course of instruction extends through a minimum period of five years leading up to the Oxford school certificate examination at the age of sixteen.

Great stress is paid on passing these upper examinations; the good name and credit of the school being largely gauged thereby. The names of boys for twenty years back who had won honors or prizes in these tests are cut in an oak tablet that is framed in the entrance hall. During my visit the head master took ten minutes out to chat with and congratulate a bright-looking boy who dropped in, and who had just achieved high honors at Oxford.

Sports and games are emphasized. A six-acre playing field is provided. The masters went out in the field with the boys. Announcements of tryouts for parts in the school play were posted on the bulletin board. The play was entitled "Columbus in a Merry Key." I asked Mr. Bradley if that was a play on American pronunciation of "America." "No," he said, "the play is supposed to be a funny one, and that is only a wretched school boy pun."

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The subjects for the Sixth Form debates as posted interested me:—

1. European nations ought to disarm.
2. Sunday public games should be stopped.
3. Newspapers on the whole are injurious.
4. The prefect system is unfair.
5. Co-education is desirable.

I got another shock when the pupils raced out on the playing field at intermission. How hard it is to displace old ideas from old heads and substitute new ones in their stead. "Do you

mean to tell me, Mr. Bradley, those boys are high school pupils?"

"Not high school pupils, but English secondary school pupils. We admit pupils as young as eight years of age. The usual time is at the beginning of the upper third form, about the age of nine or ten. The qualifying examination is a very simple, elementary one, based on reading and writing chiefly."

"Do you have printed copies of this qualifying examination?"

"Oh, no. Nothing so formal as that."

The impression I got was that pupils whose parents could pay were admitted to the secondary schools, and in addition the before-mentioned 25 per cent. of bright pupils whose parents could not pay. If any pupil did not keep up to school standards, he was sent back to elementary or free schools. These standards could not be so very severe, as Mr. Bradley has not sent back one boy in the twenty-one years of his administration.

"These pupils are prepared in the elementary schools?" I asked. Mr. Bradley smiled. "Those that are *really* prepared are, though most parents through false pride carefully conceal the fact. In these schools they have teachers with at least two years' training, and they really learn something. The others come from these wretched private schools maintained by impecunious females whose poverty is their only justification for teaching. We need the American one-track system," he added.

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Each form is divided into an upper and a lower, requiring on an average a year for the completion of each. The upper Sixth is the final form, and is usually completed about the eighteenth year, though I got the impression that the rigid lock-step so unfortunately developed in America has no place in English education.

A glance at those English boys showed me that I was dealing with a much more selective group than we have in American high schools. The traditions, the organization and the studies of the great English public schools like Eton, Rugby, and Harrow are handed down and followed closely in these secondary schools. As I looked upon them there came into my consciousness a rough conception of what England's educational system really is.

At the base is the elementary school, the folk school, free and required of all children not otherwise in school. Its subject matter and its organization correspond closely to our grade or elementary schools. Every child on the island must have this opportunity. I stopped at a little school on a rough, heather-covered mountainside in northern Scotland. There were seven barefooted Scotch children present though it was a bleak, rainy day, the 12th of October,—Columbus Day, as I told the children. Where they came from in that wilderness I could not guess. None walked less than three miles. Yet they had their educational opportunity. "Could they read?" I asked. Jock, aged twelve, volunteered. "Read about America," I said, and Jock read the surprising statements that in New York it got so hot in summer that men could not cross the street, and so cold in winter that they could not get home, and had to stay all night in their offices. I told Jock that I approved his reading, but not his subject matter.

Then there are the secondary schools already described, including scarcely a tenth proportionately of the number enrolled in American secondary schools. These pupils are largely privately prepared. They pay tuition and their course leads directly to the great universities and technical schools. Unless the elementary pupils transfer early to the secondary schools, they lose all opportunity for higher education.

In Penzance, as in all parts of England, is a third division of privately controlled and supported secondary parochial schools. The school of St. Clare (Church of England) and the West Cornwall school of the Methodist Church are examples of this kind.

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The famous so-called public schools, like Eton and Rugby, are not really public, but privately endowed schools of historic traditions, aristocratic in enrollment, whose numbers are only a drop in the bucket of English school enrollment.

England is trying heroically to maintain and improve her educational standards in these very difficult times. She has a long way to go, however, before she realizes Huxley's ideal of a free public educational system reaching from the gutter to the university.

"We should, therefore, firmly resolve that we will not let down our educational standard or permit this temporary industrial setback to mar the future of our children by impairing their education. We should cut down expenses wherever it can be done, and ease the taxpayer's load just as much as is safe, but let us determine that our great system of free public schools shall go forward in the work which has made America the leader of the world."

—George H. Dern, Governor of Utah.

Promotion With a Threat

By GARRY CLEVELAND MYERS, Ph. D.

Western Reserve University, Cleveland

A GOOD many school children are promoted from one grade to another on probation.

For instance, Cora Copperfield of the fourth grade has not measured up to the standard of her grade when the end of the term arrives. But Cora's teacher believes that Cora will catch up to her classmates if she is promoted to the fifth grade. Cora is reminded in beginning the new grade that she is on trial. Her teacher reminds her, and her parents remind her, too. She enters the new grade handicapped by the arrears, and on that account finds the new work exceptionally difficult. Every failure she makes in class reminds her of the danger she is in of being sent back to the fourth grade. Lest she might forget her teacher often prompts her.

If threat of demotion is held over Cora her life may be made most miserable. Just because of such threat she may be rendered mentally and emotionally unfit to make reasonable school progress.

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On first thought, Cora's promotion on probation appeared to be a reasonable expedient. It gave her the benefit of doubt, the chance of being spurred on to greater effort. She, moreover, will continue with her old friends and will study with those of her own age. It looks as if she has everything to gain, nothing to lose. If she succeeds she will be a grade ahead. If she fails and must be demoted she will be as far on as if she had been made to repeat the fourth grade.

But "things are not what they seem." The effect of demotion and the threat thereof is many times more disastrous than failure of promotion. For Cora to be turned into the fourth grade after spending some time in the fifth would be manifoldly more humiliating to her—also to her parents—than not to have been promoted to the fifth grade.

"When we know a great deal more about reaching the individual child in the group and adapting the work in the classroom to each learner, practically all children will be promoted so that those about the same chronological age will live and work and play at school together."

Cora's teacher and principal may have promoted her on probation as a result of pressure by the parents. We must, of course, meet practical situations in a practical fashion. Nevertheless, for the most part, the teacher (probably with the advice of the principal) should assume final responsibility for deciding whether Cora should or should not be promoted. This is not the problem for the parent. Sometimes, however, the parent can give valuable advice in the matter, and we always should patiently hear the parent's arguments in all such matters. Let us also calmly and kindly inform her that the final decision must be with us.

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Occasionally it happens that the teacher and principal find promotion by probation an easy way out, sacrificing the child for their own escape from trouble, knowing all the while that the child will later be demoted, with the satisfaction of a silent victory of "I told you so!"

I believe the principle of promotion on probation is psychologically indefensible. Discerning school principals persuade their teachers never to practice it. There is a way to get all the gains promised by promotion on probation, and to avoid all the losses. Let Cora be promoted from fourth to fifth grade with the records in the office showing exactly what she had or had not achieved, with specific recommendations for the kind of work she is to be given while in the fifth grade. This, of course, presupposes that Cora's teacher of the fifth grade will know how to go on with her class while also giving Cora the kind of work to do at which she can and will succeed.

If this fifth grade teacher is assured that Cora would profit more by spending a second term in her grade than by going on to sixth grade, Cora would repeat fifth grade. But under no condition would Cora be demoted to grade four or hear the slightest suggestion that such a thing might happen.

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When we know a great deal more about reaching the individual child in the group and adapting the work in the classroom to each learner, practically all children will be promoted so that those about of the same chronological age will live and work and play at school together. With the many traditions in our way, and the numerous very obvious difficulties in regard to standards and records, such an apparently ideal scheme will have been worked out only after a long, long period of patient trial-and-error efforts.

The Fundamentals of Education

By W. A. BALDWIN

Rhode Island College of Education, Providence

IN these days when we are trying to cut expenses along all lines, public school education seems to be coming in for its share of the cutting. Those who are appointed to consider the matter are looking for lines of school work which may be diminished or cut completely from the curriculum, and there is danger of grave mistakes being made in this pruning process. The time seems therefore appropriate for a careful consideration of what we should mean when we speak of the Fundamentals of Education.

If we start with the curriculum as it now exists in the modern public school we are apt to think of those subjects as fundamentals which were in the curriculum in the early years of the public school, namely, the Three R's (reading, writing, and arithmetic).

Other reasons for considering these as fundamental are that everyone agrees that education could not advance very far without reading and that arithmetic and writing are necessary to the business of every day getting a living.

Thinking again from the standpoint of the modern curriculum it is perhaps natural for the ordinary man of middle age to call those subjects which have come into the curriculum more recently the fads and frills.

These would, of course, include Americanization and occupational classes for adults and pre-primary and kindergarten classes for the little children and special classes for handicapped along all lines. Going back a little farther some include music, art, and physical training.

If instead of starting with the curriculum we turn to the child we get quite a different and a much saner and more reasonable viewpoint. Now we naturally think of the three-fold life of the child, viz.:—

1. The Physical Child.
2. The Mental Child.
3. The Spiritual Child.

1. From the standpoint of the physical child those subjects are fundamental which have to do with building up and caring for a strong body—physical education, physiology and hygiene, and cooking.

2. From the mental side the children need subjects which furnish activities full of problems requiring solutions by him, viz., manual arts, drawing and similar subjects.

3. The spiritual child needs subjects which appeal to his emotions, lifting up and inspiring him —literature, art, and music.

From the standpoint of the needs of the child then the Three R's have no standing as fundamentals. That does not invalidate their claims to an important, even a necessary, place as tools. On this basis they have sufficient claims to recognition but not to monopoly.

How did these subjects which are merely tools come to be considered as fundamentals?

Let us remember that for thousands and thousands of years even to relatively modern times in the history of the human race man lived his three-fold life outside of the schoolroom. As civilization advanced and man came to have more intercourse with his fellows there grew up needs for communication and commerce, and it was found more convenient to transfer the teaching of these subjects to the school.

We are apt to forget that for many years after the establishment of the school as a public institution the child gained the fundamentals of his education outside of this school—in the home, the church, and the fields.

It is only in relatively modern times that the school has been expected to carry the whole burden of education of the child. In attempting to meet the modern demands for an all-round education the school has gradually added to the curriculum these subjects which are called by those who have not enough considered their use and importance Fads and Frills.

Now comes the testing time. These subjects have been obliged to fight their way into the curriculum and they should not be dropped nor hampered for lack of adequate support without careful investigation and recommendation on the part of competent educators.

"I think boys in this country enter college too late. I believe they should enter at 17 and begin studying their profession at 21. Otherwise they must marry later in life, and some of the best years of their lives will have passed before they start on their careers."

—A. Lawrence Lowell.

When You Apply for a Position

By GEORGE W. CRAIGIE
Portland, Maine

THE teaching profession is just as crowded as any other, but new teachers are coming into it all the time. It takes a higher standard of scholarship, a little more ingenuity, more snap to the personality to get a job nowadays than when jobs were plentiful.

Take the case of a young lady who lived in Bangor, Maine. She heard of a position in Massachusetts, two hundred and fifty miles away. She had no experience and only a little money. Her chief assets at that time were plenty of courage and perseverance. She had worked on a playground three summers, worked all her spare time for four years as governess, and one summer making candy to put herself through college. A five-hundred-mile jaunt was nothing much; it merely served to develop one's resourcefulness.

"Anyone driving to Boston within a day or so?" she asked at a local garage.

"Yeah. Bill is goin' to take a car up tomorrow. Leaves about 6 o'clock tomorrow mornin'."

"Take me along?"

"Sure! How far you going?"

"Boston. I'll take a train from there."

"All right. Be here by 6 sharp."

The superintendent must have glimpsed her ability to overcome obstacles. She got the job.

•

A young man graduated from an industrial school last year, and while he was looking around for a teaching position made bows and arrows for a sportsman's store in a nearby city. These were so well made that they attracted attention to the boy, and someone recommended him to the principal of an academy up the state, who was looking for an instructor in manual training. The principal sent word that he would drop in to see him sometime. If the matter had been left there the youngster might never have secured the job because in the meantime another candidate called on the principal and made a pretty strong impression. It looked as though the first young man was out of the running. But instead of waiting for the principal to come to him the young bow-maker borrowed his father's car and went to see the principal, taking a back seat full of bows, arrows, and other articles of his manufacture, with him. Once the principal saw his workmanship the other fellow didn't have a chance. The boy who did good work in his spare time, *because he loved the work*, got *the job*.

•

What is it school officials want to find in teachers? It sounds trite to say that the first requisite is sound character, yet it must be said because it is the absolute truth. Without the fundamental virtues to build on no amount of training will suffice. A second requisite is willingness to work. Here's a case in point. A young man dropped in to my office a few years ago and said he wanted to teach. He had been brought up in a small town in New York State. Left to his own resources he had earned his entire way through high school and college. When he finished college he took a job with a contractor who paid him $50 a week. Now $50 a week is pretty good for any young man just out of college, especially if he is about to be married, as this chap was. But he gave the job up. Said he wanted to teach—believed he could get farther in the long run in teaching.

His first position was in a small school of twenty pupils; he and his young wife teaching all the subjects. He stayed there one year, and made an enviable record. His superintendent then moved to another district and offered him a job in a larger school. He took it. Here, again, he did well. He kept on with his study. Summers he completed work for his Master's Degree. During the school year he continually read books on education, teaching problems and high school administration. He sat up many a night studying, spent his vacations visiting schools, instituted new ideas in his own school—planned, worked, dug.

After three years in the second school a city superintendent selected him for the principalship of a large junior high school, and jumped his salary 30 per cent. If you ask him today how he got that job over other men who had had experience in junior high work he'd say: "Digging, just digging."

As the number of teachers has increased over the last few years there has been an increasing demand for teachers with special training and experience. Departments of Education in different states have ruled that teachers must have a definite number of semester hours in courses which instruct them how to teach. This has caused increased enrollments among college students in classes in history of education, pedagogy, school management, and so on, and increased attendance at summer schools among teachers of experience. Where competition is keen it pays one to get

all the educational equipment he can.

But it isn't technical training alone which enables one to get a good job or to hold it. It's the "extra" that's in demand. Take the case of R. K. He worked his way through college, staying out between his sophomore and junior years to teach in a small high school for two years. Summers he did research work for his state up in the woods, studying wild bird life. It seems that something was killing off the grouse in that section, and he was sent up to see if he could locate the cause. While on that job he took a lot of pictures, and later made slides for the stereopticon. This experience helped him to land a good teaching job when he finished his college course. And because of this "extra" he had no difficulty in interesting his pupils. In fact, his pupils developed a keen interest in bird and animal life through his talks on those subjects. His advancement has been rapid.

A young girl just out of normal school secured a small primary school. The building was dingy and badly in need of paint, and the schoolroom was most unattractive when she went into it. A superintendent who went to observe her work was adversely impressed by the shabby appearance of the exterior. But inside! Her room was so clean and attractive, so well decorated with paper cut-outs of flowers and birds, so tastily arranged and presented so cheery an appearance that the superintendent offered that girl a job paying much more money than she was getting. As the superintendent put it: "She's the kind I want in my system."

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When it comes to the matter of applying for a teaching position the personal interview is always preferred to any other method. But oftentimes one must write a letter to arrange for an interview, and sometimes a letter must do the whole work where an interview is not feasible. Whether the application is made in person or by letter there should always be brought out whatever "extra" the teacher has to offer. This may be athletics, music, travel, reading, hiking, or any of the thousand and one interests of value to a school. It may be an intense desire to serve mankind, but there must be at least one "extra," one outstanding characteristic which distinguishes any one teacher from all others. Consider this letter, for instance:—

> "I have learned through . . . that there is a position in your high school. I am a college graduate with one year of experience. I would like to apply for your position."

This letter was written by a young man to a school superintendent. There's not a spark of individuality about it. It might have been written by any one of a thousand teachers. He didn't get the job. How could he?

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Contrast that letter with the following taken from a statement written by a young woman who lived in a mining section:—

> "Had I the power, I would take you with me in fancy to a little town nestling in the hollow of the hills, in the grim shadow of the towering tipples of the coal mines. Here men slave all day long, shut out from the beauty and inspiration of the nearby mountains, for the pittance which is often not enough for the bare necessities of life. And from there we would go into the meagre little classroom among their children, who are still over-awed by life as it is lived in this strange new country in which they find themselves. They have not made the associations for which they hoped. The promised stories of success and splendor, to which they had listened with such eager ears around the hearths of their native homes now far away, have not been forthcoming. And, gradually, as such illusion is shattered, the bitterness, which has already taken firm hold on their elders, is creeping into their hearts. And then, if you can, sense the despair of the teacher who is watching the roots of disloyalty and radicalism gradually working their way, before her very eyes, into the souls of the children in her charge. They are laying there the foundation for another generation of lawlessness and crime, which today is threatening to undermine the very basis of our government and is forming an issue out of proportion to any other with which those who govern must deal. And so, if it has been possible for you to take even a part of this journey with me, there will be no necessity for any other explanation of why I am here at . . . college. I have come with the desire to find this greater vision of the richer and fuller life, with the hope that with it may come the ability of passing it on to the underprivileged and handicapped children. If I am able to save one boy or girl from the life of delinquency and crime which threatens them and turn whatever capabilities they may have to the benefit rather than to the detriment of society, this will be my compensation for entering the profession, the members of which, it is said, can be told even 'on the hot sands of the Sahara.'"

See the individuality in that letter! Note how the "extra" stands out! Wouldn't you like that kind of a teacher to work for you?

If you have an "extra" and you have, or can cultivate one, put it to work. It will stand you in good stead when you apply for a teaching position and after you get one.

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THE SCHOOL FORUM

Conducted by

S. Monroe Graves, Ph. D.

Teaching Morale Must Be Maintained

A BOY once asked his mother if she thought he should be a preacher. The boy's father had followed that profession. The mother replied: "Don't be a preacher unless you can't help it."

I often have wondered if that is a fair way to answer such a question. How would it do to answer like this: "Yes, son, be a preacher if you believe that you can be a superior preacher, and serve well your community and at the same time satisfy your own aspirations."

Teachers are human beings first of all. They have the usual human limitations. Such limitations, however, may actually become factors for success through enthusiasm and inspiration. The word enthusiasm as understood from its Greek origin *en* and *theos,* may be interpreted to mean "God in us." So then, like the pastor of the community parish, the teacher who teaches because he aspires ardently to do this type of work will be enthused—inspired to surmount all difficulties in the path of superior success as an instructor of youth.

The year 1932 has been unusually difficult for the American teachers. The year 1933, it is probable, will not be any easier. The teaching load is heavier, the salaries, in many instances, are lower, and the demands for welfare work have been larger and more insistent. For many teachers the costs for board and room have had no reductions whatever, and medical attendance and hospital services, when these have been needed, cost just as much as formerly.

The real teaching morale, however, the enthusiasm, the inspiration for teaching are still available without cost, except so far as one must call upon one's nervous energies for more and more strength. Having entered the profession of teaching under the impulses of opportunities for service, and fully conscious of our own capacities, and the requirements of the profession, are we not certain to render excellent and unselfish service? Nevertheless even with a high morale we are confronted with many questions.

•

Question.—If my salary has been reduced should I insist upon lower rates for room and board?

Answer.—This question of comparative rates appears to be the principal basis of nearly all adjustments now being attempted in lowering taxation. If the idea succeeds in lowering taxes, through lowering salaries of employees, of course, the same idea should prevail in decreasing the living expenses of the employees concerned.

Question.—This morning in a grocery store a parent remarked to me that her daughter's teacher used excellent English. The parent, however, added the statement: "Certain other teachers are very careless in the use of English—frequently employing such language as—'you do this very good.'" Now what can we do to make our efforts more satisfactory to parents?

Answer.—First of all, of course, we should examine our own habits of speech to make certain that we are correct in our own practices. Secondly, would it not be well to have a self-analysis study of the entire staff, including English as one of the subjects to be studied?

Question.—How may a teacher help a boy who apparently is capable, but who does unsatisfactory work in school and is gloomy and morose?

Answer.—We should recognize the fact that moroseness in children is a real, serious condition, and should be cared for assiduously until remedied. In order to remedy moroseness the cause, of course, must be discovered and removed or counterbalanced in some way. One may well study every phase of the child's life, securing the child's complete confidence in ascertaining the facts, doing this, of course, without revealing any apprehension or creating any suspicion. The cure lies usually in a change of mental outlook and changed conditions which will improve understanding and develop new

JOURNAL OF EDUCATION DIRECTORY
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342 Madison Ave., New York, N. Y.

interests of the right sort.

Question.—How much should a teacher help to inform the public relative to the fact "that a child does not grow up twice," as Dorothy Canfield Fisher states it.

Answer.—The teacher should be absolutely fearless in protecting his pupils from unfavorable influences, whether such influences be economic or have their source in any other phase of our social life. If we protect our children against fire, against flood, against hunger that would destroy their physical lives, how much more should we be fearless in protecting them against whatever forces may in any way injure their intellectual, moral, or spiritual lives.

—

Clinching the Bolt

By Edgar A. Guest

It needed an extra turn to make the bolt secure,
A few more minutes on the job, and then the work was sure;
But he begrudged the extra turn, and when the task was through,
The man was back for more repairs in just a day or two.

Two men there are in every place, and one is only fair,
The other gives the extra turn to every bolt that's there.
One man is slip-shod in his work and eager to quit,
The other man never leaves a task until he's sure of it.

The difference twixt good and bad is not so very much,
A few more minutes at the task, an extra turn or touch,
A final test that all is right—and yet the men are few
Who seem to think it worth their while these extra things to do.

The poor man knows as well as does the good man how to work,
But one takes pride in every task, the other likes to shirk;
With just as little as he can, one seeks his pay to earn,
The good man always gives the bolt that clinching, extra turn.

—California Junior Republic.

BOOK TABLE

FIRST LESSONS IN BUSINESS TRAINING. By C. W. Hamilton and J. F. Gallagher, both of Elizabeth, N. J., Schools. Cloth. 432 pages. Illustrated. New York City: Prentice-Hall, Inc.

This is an ingenious method of interesting children and youth in the development of habits of thinking and doing right things in right ways at the right time, so that they never realize when they learned to do business successfully.

The schools of Elizabeth, New Jersey, have been nationally famous for several decades, and the project plan with its five-fold purpose to prepare boys and girls in everyday life in the home, the neighborhood and school for every phase of business that one needs to be ready to meet is really the ripened and harvested fruitage of the brilliant schemes of half a century ago.

The widest conceivable range of personal attainment to civil, social and economic achievements is provided in these projects. It is useless to attempt to classify or even to suggest the multitude of plans to develop personality and create character responsibility.

This is a book of limitless possibilities for helpfulness in the home and in the school.

THE NEW PATH TO READING. Book Five. By Anna Dorothea Cordts, Illustrated by Marguerite Davis and Rhea Wells. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

A creator of a series of school readers is one of the world's benefactors. Ohio has had an unusual study of the famous residents of the state. The final report was on the ten persons, long residents in the state, who have done most to benefit the world as residents of the state.

While the ten are not ranked it is known that the one who had the most votes in every group, from the first that had no limit, down to the final, which was limited to ten votes, was the creator of the McGuffey School Readers.

We have known all important series of elementary school readers for seventy-five years, and they have been of vital interest. No school textbooks have attracted more wide-spread interest than school readers.

Dr. Anna Dorothea Cordts with her series, "The New Path to Reading," of which Book Five is just published, has been of surpassing interest.

We have known the professional personality of the creation of each of these series. It will be worth while to recall the experiences which made "The New Path to Reading" welcome to one of the most important publishing houses when it was at the height of its prosperity.

Dr. Cordts was an attractive lecturer on "School Reading" at a very early age. She was in demand for county institute programs while still a student in the Cedar Falls, Iowa, State Teachers College.

Dr. Cordts was a dramatic artist, and, so far as we know, was the first creator of a series of school readers that idealized the dramatic element. In these early days she was characterized as the "Charlotte Cushman" of the educational platform.

The charm of "The New Path to Reading" is really due to the dramatic instinct always in evidence in the spirit of the selections.

THE TEACHING OF GEOGRAPHY. By Clyde B. Moore, Ph.D., Cornell University, and Lillian A. Wilcox, Ph.D., principal of Elementary School Number Four, Buffalo. American Education Series, George Drayton Strayer, general editor. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Education is jeopardized as never before. Everything and everybody needing money or credit for efficiency is doomed to disappointment. This especially hits teachers, schools, school officials, and every one who has anything to do with teachers and schools. This new school year especially hits every one who deals in school books or school supplies.

There must be a complete readjustment of textbook making and marketing, an example of which has come in "The Teaching of Geography," in the American Education Series, George Drayton Strayer, general editor.

The editor's introduction, one page, and the preface, two pages, present an example of the modernizing of textbook making as completely as Lindbergh modernized trans-Atlantic crossing.

In 300 words Dr. Strayer says everything that needs to be said about geography, and in 600 words the authors suggest everything that needs to be suggested about the Teaching of Geography. In 250 pages geography is taught in every detail desirable in a complete course of elementary and secondary geography.

SECONDARY EDUCATION. Orientation and Program. By Herbert G. Lull, Kansas State Teachers College, Emporia, Kansas. New York: W. W. Norton & Company, Inc.

This study is really adapted to the few university professors who are expected to specialize with professors who will limit their attention to those who seek to cover all sections of the United States in detail and the entire range of scholastic history.

The present need is for librarians who will give this book adequate attention to direct university professors to the resourcefulness of the important material massed in these pages.

The State Teachers College, Emporia, Kansas, is to be congratulated on having a director of teacher training with the breadth of scholarship and range of interest revealed in this notable volume.

Personally we have leisure as never before to revel in information that is intensely scholastic, socialistic and racial, and this book is a library of itself.

There are sixteen cities in the United States with 100,000 population, with more than thirty per cent. and less than ten per cent. foreign born. One of these cities has forty-six homicides per 100,000 population, and one has only five per 100,000.

There are seven states in which more than ten per cent. of the children from ten to fifteen years of age are engaged in wage-earning farm work. There are thirty-one states in which fewer than two per cent. are so engaged. There are nine states in which there are more than half as many girls as boys so engaged.

There should be no public or high school library that will not have this unprecedented production of the Emporia, Kansas, State Teachers College study of secondary schools.

Books Received

"The Road to Health." Book I and 2. By Bundesen and Manry.—"Study-Period Exercises." Grades 4, 5, 6. By Neal and Foster. Chicago: Laidlaw Brothers.

"The Land of Health" (Play). By Ruhmschussel.—"The Healthy Community," "The Laws of Healthy Living," "The Habits of Healthy Living," "The Game of Healthy Living." All by Winslow and Hahn. New York: Charles E. Merrill Company.

"Correction of Defective Speech." By Twitmyer and Nathanson. Philadelphia: P. Blakiston's Sons & Co., Inc.

"An Introduction to the History of the Social Sciences." By Henry Johnson. New York: Charles Scribner's Sons.

"My Subtraction Drill Book." By Guy M. Wilson.—"My Addition Drill Book." By Guy M. Wilson.—"Education as Guidance." By John M. Brewer.—"Sunny Skies." By Sister Mary Estelle.—"Art and Nature Appreciation." By G. H. Opdyke.—"Songs of Purpose." By Cogswell and Sneath. New York: The Macmillan Company.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

School Endowed by Washington Wins Renewed Attention

ALEXANDRIA, Va. — A three-story red brick building here, wherein George Washington endowed a free school which has been in continuous operation ever since 1785, has come into national prominence and may be restored and preserved for its historic interest as a national shrine.

It was recently marked with a bronze plaque with appropriate ceremonies which were carried to the school children of the country and other listeners by a nation-wide radio hook-up.

Alexandria Academy became through Washington's help the first free school in Northern Virginia. His idea was that it should be a place where orphans and other poor children could have the kind of education "most extensively useful to people of the lower class of citizens, namely reading, writing and arithmetic, so as to fit them for mechanical purposes."

It was in 1785 that the first president, then living in retirement at Mount Vernon, offered an annual gift of $250, annual interest on the $4,000 which in his will he left for the continued support of the school he created.

During the next two years he showed continued interest in the academy's work, attending both a commencement and an exhibition at the school. Thirty years later the future Confederate leader, Robert E. Lee, was a pupil at the school, from 1818 to 1824.

Russian Reading Test at Smith

NORTHAMPTON, Mass.—A reading test in Russian will be given at Smith for the first time next spring. One of the requirements for graduation from Smith is to pass examinations which show the student's ability to read two foreign languages, which she may choose for the test. At present these tests are given in French, German, Italian, Spanish, Latin, Greek and Norwegian. This is the second year that Russian has been taught at Smith. In addition to undergraduates in the course, there are a graduate student from Smith and a member of the Mount Holyoke faculty.

URGES PROPER HOME TRAINING

Good Breakfast, Enough Sleep, Physical Care and Moral Aid Are Recommended

NEW YORK.—That what a child gets from school depends to a large extent on his home, is the contention of Haydn S. Pearson, of the history department, Meadowbrook School, of Weston, Massachusetts. Many well-meaning, but unenlightened parents, he points out, are guilty of serious harm to the normal development of their children, because they do not realize the necessity of co-operation with the school.

"First and foremost, parents can co-operate with the school," Mr. Pearson says, "by seeing to the physical well-being of their children. Figure it any way one wishes, education falls short of its objectives unless there is a sound body. Good physical health comes first in the list of prerequisites for a happy and worthy citizenship. Malnutrition is surprisingly common. Breakfast is the most important meal of the day for school children, yet in many homes it receives scant consideration."

Recalling Napoleon's remark that an army travels on its stomach, Mr. Pearson felt convinced that the forenoon school work, which comprises some seventy per cent. of the important work of the day, depends on the child's breakfast.

"I greatly favor the Chinese system of doctoring: that is, pay the doctor to keep you well," he continued. "Every person, child and adult, should have a complete physical examination once a year.

"One point where many parents fall down is in the matter of regular sleeping hours for their children. In literally hundreds of instances I have traced poor school work to lack of sleep.

"How can parents co-operate with the school to further the mental development of their children? First of all, and probably most important of all, by seeing to it that lessons are done faithfully and at a regular time each day. Parents should take interest in the studies."

There is one point that parents can drive home, being more applicable to play time than study periods, in the opinion of Mr. Pearson. "Make your boy and girl realize," he declares, "that they must think of the welfare and pleasure of the group, as well as their own. I believe that is the first big lesson for all children to absorb. A vast amount of future happiness or misery depends upon the thoroughness with which this principle is learned."

"Parents and schools," he concludes, "both need to keep in mind the big objective: a worthy citizen. Boys and girls must pass through our schools, and when they emerge, immediately take up duties as one of a vast social group."

Roaming Caravans Seek to Interest Spain in Culture

MADRID, Spain. — Wagons loaded with unusual baggage and accompanied by groups of boys and girls more carefree and full of song than most travelers, may now be seen from time to time riding across the dusty, monotonous plain of Central Spain. They are part of the "pedagogical missions" which have now for some months been traveling through the more out-of-the-way spots in Spain in the effort of the new Republican government to grapple with the problem of illiteracy.

Illiteracy is one of the new Spain's heaviest burdens. The country is sadly deficient in school buildings and in teachers, even in the larger towns, while no attempt has heretofore been made to introduce schooling into the remote regions.

So the plan of the pedagogical missions was adopted. These groups are bands consisting chiefly of young people, both boys and girls, in charge of some university professors. The young people are university graduates or star students from the art and music schools, selected for their intelligence and their capacity for hard work. Lectures are given from a portable stage equipped with radio and a little piano.

BACK-TO-SCHOOL DRIVE

Adults Should Take Over Jobs Held by Children

NEW YORK.—The National Child Labor Committee has announced the beginning of a widespread campaign to take more than 2,000,000 children out of industry and put them back into schools in order to make room for men and women who are in "desperate need of work."

The joint statement announcing the campaign and making known its purposes was issued by Dr. Mary E. Woolley, president of Mount Holyoke College; Senator Arthur Capper, of Kansas; the Rev. S. Parkes Cadman, William Allen White and William Green, president of the American Federation of Labor.

The statement pointed out that more than 3,000,000 children between seven and seventeen years old were out of school, more than 2,000,000 of them being gainfully employed.

Describing the situation as "a menace to our national well-being," the statement called upon leaders everywhere "to join in pressing toward the removal from industry of children below sixteen, a higher age for school leaving, promotion of educational standards and vigorous defence of the schools."

"If order is to replace chaos in our economic life, it is of the highest importance that our children of today should have the right preparation to take their part tomorrow in the life, labor and politics of their time," the statement said. "More, rather than less, schooling is requisite not only as an immediate relief for the overcrowded labor market, but as an aid in preparing young people to qualify for types of work that are more than routine."

Canadian Universities Face Drastic Cuts

WINNIPEG, Man.—Universities of Western Canada, if they are to stay open, must make drastic reductions in cost, and devise means of operating on government appropriations cut to the very bone, was the warning given heads of universities who conferred with Western premiers and their representatives at the inter-provincial conference here. Confronting the conference was the admission by all concerned that the provincial governments will find it extremely difficult to maintain the higher institutions of learning and at the same time keep primary schools open. It might ultimately have to be a choice between higher learning and the primary schools since the municipalities of the harassed agricultural areas were finding it increasingly hard to maintain educational facilities, it was said. It will be up to the university boards and faculties to devise means of carrying on, but the governments will not attempt to tell them how to do it, it was learned. Costs have been cut drastically during the past two years, but that is considered only a beginning.

Broadcast Lectures To Latin America

CORAL GABLES, Fla.—The University of Miami is conducting a series of weekly educational programs over station W4XB, a short-wave station, intended for Latin American countries, on Fridays at 5.30 p. m. The programs, which are in the nature of lecture talks in Spanish and English, are the first attempt of an American university to present educational work over a short-wave broadcasting system. The university is offering these broadcasts in connection with its Pan-American division. Dr. Rafael Belaunde and Dr. Victor Andres Belaunde, members of the Latin American department faculty, arrange the Spanish portions of the programs.

Harvard Marks Founding of 1782 Chair

CAMBRIDGE, Mass.—The 150th anniversary of the founding of the Professorship of Theory and Practice of Physics at Harvard was celebrated recently at a meeting of students and faculty in the Harvard Medical School. The professorship was established December 24, 1782, and in the ensuing years has had only seven occupants, Benjamin Waterhouse, James Jackson, John Ware, George C. Shattuck, Francis Minot, Reginald H. Fitz and Dr. Henry A. Christian, who was appointed in 1908. Dr. Christian was the principal speaker.

Pupil's Irate Mother Spanks Teacher

GLASGOW, Ky. — When a teacher spanks a pupil, it isn't unusual; but when the teacher is on the receiving end of the spanking, there are likely to be repercussions. Miss Floy Whitaker, a teacher in Highland School, near here, was spanked recently, and as a result Mrs. H. C. Reynolds has been fined $20 by a County Court jury. Mrs. Reynolds admitted that she spanked the teacher and slapped her in the face after Miss Whitaker remonstrated because Mrs. Reynolds came to the school and whipped her son. The jury decided the mother was guilty of disturbing a public school assemblage.

EDUCATION OF WOMEN HELD VERY IMPORTANT

CLEVELAND, O.—Discussing informally the importance of educating women at a gathering here in behalf of the endowment campaign of seven women's colleges, Newton D. Baker pointed out that in practically every country in the world in which progress has been slow, the resistance has been from the uneducated woman.

"As the world goes on, and as the necessity for sympathy and tolerance and understanding and grasp of other people's points of view becomes more and more drastically important," he declared, "it seems to me that the importance of removing the resistance of uneducated women is all the greater.

"Take our own situation at the present. We are trying to find something to do about this debt problem, which seems to be at the very bottom of the depression. Father may be versed about it, but if mother is not versed, the children will not be, and if we are going to have a modern approach toward modern problems—and we must have or perish—it seems to me that the dinner-table conversation in which the next generation is raised must be an educated conversation.

"It must be the kind of education that produces sympathy and understanding and tolerance, a willingness to suspend judgment until the facts are given, a willingness to get other people's point of view. And that, I think, has come in a very substantial share from the mother's contribution to the family environment out of which our predispositions arise. . . . So I think the removal of resistance is important."

Starts Drive Against "Economic Illiteracy"

WASHINGTON. — Representative Edith N. Rogers, of Massachusetts, is sponsoring a bill, seeking Federal support for her campaign for teaching of "money management" in public schools. The measure seeks authorization, out of funds which may be appropriated for the Office of Education of the Interior Department, for the collection and distribution of information to schools concerning the Barnard money management plan. "The proper management of money is one of the most important things that can be taught in this period of reconstruction," she said in discussing her drive against what she called "economic illiteracy." Under the plan, which Representative Rogers said had been taught in the schools of Brookline, Mass., for more than six years, school children are taught the principles of budgeting—how to control their money. "It is more than a mere savings plan," she said, "it literally makes the children 'money-wise.'"

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Newark Studying School Budget Cut

NEWARK, N. J.—A reduction of more than $2,000,000 in the amount to be raised next year by taxation for support of Newark's public school system is shown in a tentative budget for the fiscal year beginning July 1, 1933, prepared for the members of the Board of Education by Carl Herrman, Jr., recently appointed budget officer. The amount raised this year was $8,000,000, while the tentative net for next year would be $5,956,341. Radical economies and a schedule for pay cuts for employes were adopted this year. These will result in $1,334,826 being left over at the close of the fiscal year ending June 30, 1933. Continuance of the economies, plus this balance, will result in the reduction in the tax levy, according to the provisional figures. It is believed there will be a further cut before the budget is adopted.

Largest University Is Still Growing

PARIS.—Enrollment at the University of Paris, rated as the largest university in the world, has increased this year by nearly 2,000 students. The total registration rose from 31,886 last year to 33,821 for the current session. This increase is due to the greater number of French students admitted, for the number of foreigners enrolled has declined. Last year there were 7,751 foreigners, and this year 7,504. The number of foreign medical students, however, has increased from 2,220 to 2,332. In 1931 there were 8,487 women students. This year there are 9,252. These women students are enrolled in nearly all the courses, including law, medicine, pharmacy, science and literature.

CUT IN SCHOOL COST

Could Lower Boston's Tax Rate $2.50, Says Expert

BOSTON.—A saving of $5,000,000 could easily be effected annually on Boston schools, Eliot Wadsworth, former assistant secretary of the treasury, declared in a statement in which he pointed out that while the number of Boston school children had increased but one-third since 1911, the number of teachers has increased sixty per cent., and that their salaries are now $9,000,000 a year more than they were in 1911.

A $5,000,000 saving, Mr. Wadsworth declared in his statement on "Getting Down to Earth in Education," would result in a reduction of $2.50 in the tax rate. Declaring that Boston faced a financial crisis, and that the schools must bear their share in any reduction of the city budget, Mr. Wadsworth talked under the auspices of the Council of School Agencies.

Pointing out that Boston schools in 1911 were regarded as the best in the nation, Mr. Wadsworth said that the cost of operating city schools had increased since then nearly four times, or from about $4,500,000 to $17,500,000. He also said that teachers' pay has increased from eighty per cent. in some cases to 125 per cent. in others, and added that from 1911 to 1931 there has been expended for land and school buildings $43,000,000.

"I would call," concluded Mr. Wadsworth, " 'getting down to earth in education' giving the best school education within the capacity of the taxpayers to pay, and no more."

Hoover Calls Parley On Education Crisis

WASHINGTON.—President Hoover has called a conference on the "crisis in education," and invitations have been issued for a group of educational and other leaders to meet here. The primary purpose is to devise methods of retrenchment in school expenditures with least possible injury to the coming generation. A second goal will be to secure effective participation in constructive action by citizens of widely differing points of view, but with a common interest in reducing educational costs. In addition to educational leaders, the President has invited representatives of labor and leading farm organizations. The conference will be limited to seventy-five or 100. There will be an effort to "formulate a statement of recommended policies in the light of which any community can examine its own situation and make appropriate adjustments." Dr. Charles R. Mann, head of the American Council on Education, has devoted months to gathering data on the increasing number of children attending school and the reductions necessary in educational appropriations.

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SCHOOLS FOR SALE

Bargains Offered Buyers On Cape Cod

DENNIS, Mass.—Would you like to buy a school? If you have ever had a secret desire to own a schoolhouse all by yourself, now is your opportunity, for Cape Cod school committees and town officers are offering real, honest-to-goodness schoolhouses at bargain prices. Big schools and small schools, wooden structures of many shapes and colors are on the Cape Cod school market.

The Cape has not closed its schools. Attractive brick buildings, capable of accommodating seven to fifteen times as many students as the old buildings, have been erected. So with the completion of each modern school building at least five other buildings are left abandoned. Finding themselves flooded with old school buildings, Cape officials discovered that these are not the easiest thing in the world to dispose of. The erection of three modern school buildings, one each in Dennis, Yarmouth and Brewster, threw fifteen old schoolhouses out of use in these towns alone.

Most of the schools on the Cape are of such shape as to make them undesirable as a home. One such building in Dennis, however, with the addition of two dormers and a bit of remodeling, now makes a very attractive summer home.

Some of the old buildings were built 100 years or more ago. Wolves were very common on the Cape in those days, and school committeemen used to offer bounties on all wolves shot. This was to protect the youngsters on their way to school.

These old schools are speedily becoming extinct as the more efficient methods of the modern schools replace them.

New Courses Stress Play

NEW YORK.—Play, rather than formal type of calisthenics, is stressed in the Board of Education's new course of study and syllabus in health education for the fourth, fifth and sixth years of elementary school, which will be introduced in the public schools in February. The new health education program is based on "social participation, controlled emotional expression and character development." Pupil leadership is emphasized, and the activities prescribed in the course are "recreational, essentially joyful in nature, and intended to promote resourcefulness, to encourage initiative, and to foster social co-operation." Accident prevention also is stressed.

Effort to Recover Lost Speech of Egypt

ANN ARBOR, Mich. — A University of Michigan language professor is studying and hopes soon to be able to speak Egyptian, a tongue unheard for the past 900 years. Professor William H. Worrell, specialist in Coptic, has revived an interest among his students here in "Copt," the name now applied to the Egyptian people since their adoption of Christianity. He is tracing clues to the ancient language. Writings of the Egyptians have been preserved on stone and papyrus, but their spoken language was "lost" in Greece during the years of Greek dominion. Although able to translate the written language with exactitude, scholars have never been able to do more than guess at the sound. The Michigan professor is using the new science of phonetics in his effort to reproduce the "Copt" tongue.

Six Hundred Sought Rhodes Scholarships

SWARTHMORE, Pa. — The complete list of the thirty-three Rhodes scholars elected to enter Oxford next October was announced recently by Dr. Frank Aydelotte, president of Swarthmore and American secretary to the Rhodes trustees. Twenty-seven colleges and universities are represented among the men selected from the nation-wide competition, with Princeton leading with four, the universities of Virginia, Wisconsin and Oklahoma following with two each. Six hundred and fifteen candidates, representing every state, applied for scholarships and competed in the eight districts of six states each into which the country is divided.

Bomb Is Hurled At Havana School

HAVANA. — Bombing activity, which the authorities believe to be the work of students, was renewed recently by an explosion of a bomb hurled against the door of a public school at 91 San Lazaro Street. The massive door was destroyed, and some of the interior was damaged. The glass in all windows of the school and adjacent buildings was shattered. No injuries were reported. Police say the bomb was thrown from an automobile. A large dynamite bomb placed beside a school building in Marianao, a suburb, was prevented from exploding by the prompt action of Police Sergeant Calderon, who extinguished the fuse after a passerby, who had observed smoke issuing from a package, notified the police station two blocks away. Students are among President Machado's bitterest enemies.

MORE DAY SCHOOLS FOR INDIAN WARDS

WASHINGTON. — Notable improvement in the work of the health division among the Indians and the extension of day school facilities for Indian children marked the activities of the past fiscal year, according to the annual report of the Commissioner of Indian Affairs, Charles J. Rhoades, made public recently.

Progress was made in carrying out the policy of the Department of the Interior to relieve congestion in the government boarding schools by increasing the number and facilities of day schools. Two boarding schools were closed, four were changed to day schools, and two were put on the list to be closed this year. Elementary education has been reduced at some of the larger schools, following improvement in local schools.

Since the Indian service has taken charge of the natives of Alaska a director of education for them has been appointed, and an officer of the Public Health Service has been placed in sole charge. This is the first time that a medical officer has had such a task.

Professors Close School, Foiling Students' Strike

BARCELONA, Spain.—Barcelona's university students have decided that teachers are just plain mean. The collegians came to school recently all ready to strike, when they suddenly discovered that the professors had beaten them to it and closed the school. The students were so disappointed that they charged the building, blew in the doors with a petard, and destroyed furniture. The action came after Spanish police charged into them.

Underwear Replaced The School Banner

BALBOA HEIGHTS, C. Z.—"And as we raise our eyes in reverence to the flag," proclaimed a boy orator at the Balboa High School. All eyes were lifted toward the top of the flagpole. At the moment there fluttered in the breeze, not the red, white and blue of Old Glory, but a listless, dingy blob of white. A gasp went up, then uproar succeeded. The flag had been replaced in the night by a suit of cotton underwear. Roy Tasco Davis, Jr., son of the American Minister to Panama, is one of the boys who have been placed on probation in consequence of this prank. The rope by which the flag was raised and lowered had been cut near the top of the pole. A Panaman pupil, Luis Salazar, performed the difficult task of shinning to the top of the pole and restoring the flag to its rightful position.

Freshmen Study More Than Seniors

NEW ORLEANS, La.—Do college students study? This question was answered here in a survey reported to the Southern Association of Colleges and Secondary Schools by Dr. H. L. Donovan, president of Eastern Kentucky State Teachers' College. The survey made at his institution, he said, revealed the average freshman spends 26.14 hours a week in study, and the average senior 23.75 hours. Boys in college, to Dr. Donovan's way of reasoning, waste 32.26 hours per week, or 4.61 hours per day, and girls waste 31.05 hours per week, or 4.43 hours per day. The results of a secondary education survey, L. V. Koos, professor of secondary education at the University of Chicago and associate director of the national survey, reported, show that in a popularization of courses taught in the schools there is a trend away from classical studies toward fine arts, social sciences and physical training. The changes, Mr. Koos said, are the result of a new conception of values, and are along the lines of making secondary school work tend toward a program of complete living instead of merely a preparation for college or university admission.

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(Signed) H. B. THOMPSON,
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Marine City, Mich.

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Grins Between Grinds

Acknowledgment

The teacher had given his class a lesson on courtesy.

The following day, when examining the home lessons, his eyes lit up with pleasure when he found an all-correct paper.

"James," he called to the successful pupil. "I am greatly pleased with you. All your answers are correct, but why have you put quotation marks on all of them?"

"Out of courtesy to father, sir," came the reply.

• •

His Essay

It's pretty hard to get ahead of the youngsters. A teacher called for brief essays on "The funniest thing I ever saw." One boy got through several minutes before the others, and the teacher asked to see his effort. On his paper was written: "The funniest thing I ever saw was too funny for words."

• •

Not a Professor

A minister, walking along a country road with head down and deeply absorbed in what he was going to say in his sermon the following Sunday, suddenly ran into a cow.

"Excuse me, madam," said he, as he took off his hat. Then he realized his error, but there was nothing to do about it, and he continued on. At another turn in the road he ran into a woman, and he exclaimed:—

"Get out of the way, you brute!"

• •

Or Something

"Just what is wisdom?" asked the teacher.

"I know," exclaimed a boy, whose older brother had just finished a course in medicine. "It's information of the brain."

• •

Both Vocations

The chief constable of a small town was also an expert veterinary surgeon. One night the phone rang, and the constable's wife answered.

"Is the constable in?" asked an agitated voice.

"Do you want my husband in his capacity of veterinary surgeon or as the chief constable?" inquired the woman.

"Both, madam," came the reply. "We can't get our new bulldog to open his mouth, and—there's a burglar in it."